

CHAPTER I

INTRODUCTION

This chapter consists of some points to be discussed. The first point is background of the research, which describes the objectives of teaching, the problem in class, and the cause of the problem. The second point is the research problem. The third point is the objectives of the research, and the last point is the benefit of the research.

A. Background of the Research

Speaking ability is a very important matter for a person who studies English, especially in speaking class. Every student is demanded to be able to speak up what in their mind. That is why they have to aware of all the topics which is being discussed in every meeting, so that they can join in the class actively.

Speaking ability is not only important matter for student or a person who studies English, but also important for a person who is looking for a job. Mostly in job vacancies stated the ability to speak English. Applicant must have the ability in speaking English whether in passive or active constructions, as the condition in the recent society that a person who has good speaking ability has more chance to get job. Today, most company need person who are able to speak English to be worked.

Speaking is one of the manifestations of communicative competence. Hughes (1989: 101) as quoted by Yulia (2005: 179), stated that speaking is an interactive process in which an individual alternatively takes the role of

speaker and listener. It is involved comprehension and production. As the result in speaking there will be at least two persons involved.

In "Peraturan Pemerintah" (No. 19 tahun 2005) stated that graduates competence standart is qualification of the graduates ability which is included behaviour/attitude, knowledges and skills. There are several knowledges and skills that students have to pass if they want to graduate from formal school. Speaking here is one of the skills in English material that students should belong, besides the three other skills; listening, reading, and writing.

As a teacher who transfers knowledge to the students (especially in formal school), he or she cannot give the students material based on her own perspective. There are rules and standart of education that teachers must follow. In "Undang Undang" No. 20 (2003) stated:

"Pendidikan nasional adalah pendidikan yang berdasarkan Pancasila dan Undang-Undang Dasar Negara Republik Indonesia tahun 1945 yang berakar pada nilai-nilai agama, kebudayaan nasional Indonesia dan tanggap terhadap tuntutan perubahan zaman".

While in "Peraturan Pemerintah" No. 19 (2005) stated: "Standar nasional pendidikan adalah kriteria minimal tentang sistem pendidikan di seluruh wilayah hukum Negara Kesatuan Republik Indonesia".

Those rules and standarts determine that all graduates in all formal schools in Indonesia have the same standart to pass the final exam. They have the same qualification of the graduates ability, included attitude/behaviour, knowledges and skills they have to pass.

Students are also given the same material based on the curriculum which is stated by the government. In “Peraturan Pemerintah” No. 19 (2005) stated:

"Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu".

The objective of teaching English in secondary school is to develop communicative competence (*Materi Pelatihan Terintegrasi; 2005: 50*). Teaching English in secondary school is intended to develop the student's communicative competence which is emphasized the form of language skills covering listening, writing, reading and speaking. Speaking is the most important skill because it is one of the abilities to carry out conversation. Speaking is interactive process of constructing meaning that involves producing, receiving and processing information. The students should have the ability to speak English in order that they can communicate with others. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and try to observe the social and cultural rules that apply in each communication situation.

Kayi (http://iteslj.org/Articles/Kayi-Teaching_Speaking.html) stated that the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore teaching speaking is a very important part of second language learning, it is essential that language teachers pay great attention to

teaching speaking, than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. Language teachers should give opportunities for the students to have meaningful communication behavior. With this aim, various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them

Teaching learning process will not run well when the students do not actively involve especially in oral communication. Therefore, language teachers need to give stimulus to the students in order to stimulate their participation in the class, so that the students able to show what in their mind within communication. In such speaking class, it will be better if there are two ways of communication, between teacher and the students or among the students. The conversation is of course based on the topic being discussed. Students' participation is very important in such teaching learning process. Communication purposes will only take place when at least two parties are involved in the interaction or transaction (Littlewood, 1981: 1).

It is true that the use of English for speaking is not simple, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency and comprehension. But the focus is not on mastering them, but learning English is learning how to use it in communication. A student can not be said mastering the language

although he or she gets good mark on reading, vocabulary, writing or grammar but he or she can not use it in communication. In that case teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve students' speaking competence, give attention to the elements of speaking and make the English lesson more exciting.

The fact shows that most of the first grade student of Al-Islam I Surakarta have problems. It can be seen from their poor responses when the researcher came for the first time to the class and gave several questions to each student about their personal identities and their daily activities. It can be identified such as:

- (1) Most of the students did not response when the researcher tried to make a conversation. They were only smile or closed their face with their hands or their books. It seemed that they were afraid and shy to speak.
- (2) Some of the students less of speak, they responsed the conversation by using gestures. So that there were no meaningful conversation.
- (3) Some students only answered "Yes" or "No" for every questions, included the answer for question words why, what, where, when, and who. It is indicated that they did not understand with the questions.
- (4) Some students responsed and answered the communication using Indonesian.

This condition showed that most of the students do not actively involved in the communication. The communication happened in one way

communication that was teacher centered communication, and the learners as passive members.

The condition that they have problems was also shown when the researcher doing a pre-test to the students. The aim of the test is to know the students' skill to discuss some themes (daily activities, like-dislike and past experiences). The score of the test was taken from some skills namely; pronunciation, grammar, vocabulary, fluency and comprehension. The data showed that their average of pre-test was poor, it was 51. The highest score is 71 and the lowest score is 18. The average of their pronunciation is 2,5, the average of their grammar is 14,6, the average of their vocabulary is 13,6, the average of their fluency is 7,47, and the average of their comprehension is 12,7. About 82 % of the students did not achieve the passing grade of the test (See table 1). It means that the class did not achieve the target of minimal passing grade, where the minimal score is 63 (See table 6). The class also did not achieve the minimal of class passing grade rule of Al Islam 1 Senior High School, where it can be said that a class will completed the target if 85% of the members passed the minimal score. Most of the students have the same problems. When the researcher doing interview to all of the students in this class to ask what kind of problems which caused their bad result in the speaking test , AIS one of the students said: *"Saya takut ngomong Miss karena malu kalo salah dan karena logat saya jelek banget. Apalagi grammar, aduh pusing. Saya juga kurang paham dengan pertanyaan lawan bicara dan saya tidak yakin jika ingin menjawab pertanyaan lawan bicara"*

saya, karena saya takut salah, soalnya saya tidak tahu maksudnya". While the other student, AAT said: " Saya takut ngomong karena saya kurang paham dengan bab baru dan pertanyaan baru, maksudnya pertanyaan yang belum pernah atau jarang saya dengar sebelumnya. Saya juga bosan kalo guru ngajarnya gitu-gitu aja, nggak ada heppy-heppynya". While ABP said: "Saya kurang paham 'ma bab baru dan pertanyaan baru, dan saya juga bingung dengan bab-bab baru, selain itu saya juga malu dan takut salah, soale temen-temen pasti ketawa kalo saya ngomong Inggris". FZNR, one of the clever students in the class said: "Kita jarang dapet kesempatan ngomong waktu pelajaran Inggris, karena seringya guru yang ngomong, jadinya kalo tiba-tiba ditanya pake bahasa Inggris gini ya malu Miss mau ngomong. Padahal aku tahu maksud pertanyaan tadi, tapi aku ragu dan takut kalo diketawain Miss. Juga suasana kelas bahasa Inggrisnya kurang asik, 'gak bisa enjoy, bawaannya serius terus 'gak pernah relax jadinya kadang bosen, Miss". While WSA said, "Vocab 'ma grammar saya terbatas alias bablas Miss jadi saya takut ngomong Inggris. Malulah kalo salah terus diketawain temen-temen. Abisnya guru yang biasanya nggak pernah ngajak ngomong Inggris sih, seringnya kita dikasih bacaan suruh baca lalu jawab soal, bahas. Udah gitu doang. Almost all the students have the same reasons about their limited ability in speaking English. Most students also showed some errors in any skills, such as, they choosed unsuitable vocabularies to say something. Their vocabulary is very limited. For example when they were given question: "What story do you like?". One of the students AL answered:

"Me the best cinderella", other student *ARA* answered: "Me like no, because story crying sad. Me like story hero". While *Is* answered: "I like Story Pinochio, because story Pinochio sweet and delicious". Besides, their grammar mastery is also poor. There were mistakes in using the basic pattern permanently which always disturb communication. For example when they were given question: "What is your favourite movies?". *ZU* answered: "I is has like Zorro", an other student *ABP* answered: "I favourite movies likes *Harry Potter, The Lord of the Ring and Batman*", while *WSA* answered: "Me favourite movies action, for example James Bond".

From the fact above the students can be categorized lack on speaking skill. The condition above is caused by some factors, such as most of the students are afraid to speak what in their mind. They are also shy to say something. They always keep silent when the researcher asked them some questions. They are afraid of making mistakes, because they rarely have the chance to speak in their daily class. In other words it can be said that the students have low risk taking factor, a factor which will be very significant in mastering second language acquisition (Brown, 2000: 149). They also didn't know what to say in order to signal a change of topic or how to respond appropriately to a difficult request or question. Students are also not accustom to listen to the speaker directly. They are also much confused when they are given a new question which is little different from the topic being discussed.

When the researcher asked them how they solve their problems so far, mostly they answer by doing more practices. But when the researcher asked them again with whom they practice, most of them answered by themselves. They practice without the guidance of a partner, so they cannot correct their own mistakes. And the researcher thinks that it is not effective to practice alone without knowing which is right and which is wrong. It will not improve their ability to speak, although they practice a lot but when the time to speak is come they will still shy or afraid to speak, because they lack of confidence.

The students also uncomfortable and boring with the condition in the classroom which is always centered to the teacher. They need warm condition or classroom circumstances which can make them really enjoy the topic being discussed. They want more fun classroom with more enjoyable and fun teachers and teaching methods.

Based on the condition, the researcher tries to find the best solution to solve the problem being faced by the students. Teaching speaking for secondary school needs appropriate technique in order to make the students active and creative in speaking class. After reading and understanding some methods, the researcher plans a classroom action research to improve the students' speaking competence by maximizing their participation in speaking class through Simulation. According to Harmer (1999: 274) "Simulation is student 'simulate' a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in

the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thought and feeling they do not necessarily share. So they will step by step lose their fear of speaking English. Simulation allows students to express themselves to their peers in a group setting, groups comprising usually three or four (<http://uk.cambridge.org/elt/ces/methodolgy/simulation.htm>). It is a media to involve to the communication. By those ways students' fear and shy will be lost. And hopefully their problems can also be solved.

Some perception said that pupils learning should be in a serious condition. They are not really learning when they are having jokes, fun and laughter during the lesson. But the researcher sure that making a condusive classsroom, such as giving students musics, jokes or funny stories or dialogues, games etc, can make them study more enthusiastic and more effective. Simulation can give students fun bacause basically simulation is games. By playing games students will feel happy and fun because playing is students' world. Simulation able to give such hidden practise, where students' unaware using the expressions of the material which they had learned or being learned.

The problems of the students need to be solved as soon as possible, atherwise the communication in the class will always not run well because the students do not actively involve in the communication. The communication will always be one way communication. So there will no meaningful communication.

The problem will not be solved if the researcher does not try to find the solution. That is why the researcher carrying out a classroom action research to the class. It is hopefully will maximize the quality of the teaching learning process in that class. Since communication purposes will only take place when the students actively involve in communication, the researcher tries to improve the students' speaking competence by maximizing their participation in speaking class by applying simulation method.

From those reasons it is hoped that simulation method will be able to overcome students' problems and give better circumstances in the classroom, so students' speaking competence will be improved. And hopefully the students are able to fulfill the standart of education and graduates competence standart.

B. Research Problem

The problem statements of this research are as follow:

1. Can Simulation improve students' speaking competence in SMA Al Islam 1 of Surakarta? If it can, how effective is the improvement?
2. How effective is the teaching learning process when using Simulation to improve students' speaking competence?

C. Objectives of the Research

By carrying out the research the writer wants to achieve some objectives; the general objectives and the specific objectives.

1. General Objective

Generally, this research has an objective to describe students' speaking competence improvement in speaking class by using simulation method.

2. The Specific Objective

The objectives of this research are to get information about

- a. The use of Simulation to improve students' speaking competence in speaking class. Simulation is one of the techniques dealing with students' involvement in speaking class therefore it is very crucial to prove that it can be used as an alternative technique to improve the students' speaking competence in speaking class.
- b. The effectiveness level of using Simulation in improving students' speaking competence. It is hopefully the students get more chance to practice the language because the students actively involved in the speaking class.

D. Benefit of the Research

1. Theoretical Benefit

The benefit of this study is used as reference and comparison for the next research. For the other researcher it can give a chance to study the other subject by using the same method to know whether the method is suitable or not. It is hoped that the result of the research can be used as a reference for those who are interested in analyzing language learning.

2. Practical Benefit

The benefits that can be taken from this research is to give English teachers an alternative method of teaching speaking. In order to find a better way of teaching and better circumstances of the classroom, teachers need to try many kind of methods to teach English. It also supports the development of the teaching dealing with language learning. This research contributes a technique in promoting the students speaking skill. By carrying this technique students can be as active participants and active collaborators.

This research is also to overcome problems which is faced by the students in speaking class, also to give students contribution in learning speaking by using simulation method. It is able to provide the condition where the students can actively involved in the communication. The students' participation will be very important since communication can not take place when there is no participation and interaction of the students. By their active participation in the speaking class, their skill will improve.

For the school where the research is done, it can give more literature in teaching-learning process in the school. More references a school has, more benefits it gets. It will make its literature complete, and that is one benefit for the school.